

## Howe Hall AIMS School

115 Howe Hall Road  
Goose Creek, SC 29445

<b>Grades</b>	K-6 Elementary School	
<b>Enrollment</b>	466 Students	
<b>Principal</b>	Lori Dibble	843-820-3899
<b>Superintendent</b>	Dr. J. Chester Floyd	843-899-8600
<b>Board Chair</b>	Kathleen Bounds	843-761-5437

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
8	29	5	0	1

## IMPROVEMENT RATING

BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	N/A	N/A	Yes
<b>2004</b>	Excellent	Below Average	Yes
<b>2005</b>	Good	Average	Yes
<b>2006</b>	Good	Below Average	Yes

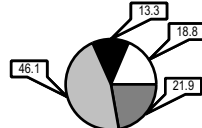
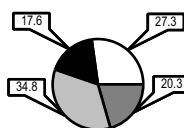
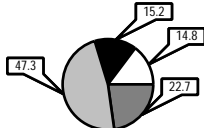
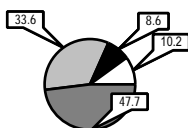
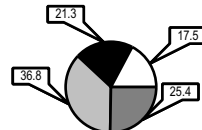
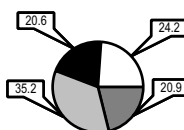
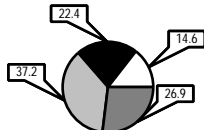
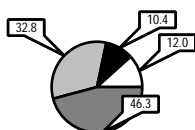
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

100.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	256	100.0	10.2	33.6	47.7	8.6	69.5	Yes	Yes
<b>Gender</b>									
Male	120	100.0	13.3	45.0	38.3	3.3	58.3	N/A	N/A
Female	136	100.0	7.4	23.5	55.9	13.2	79.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	178	100.0	7.3	30.3	52.8	9.6	75.3	Yes	Yes
African American	65	100.0	18.5	46.2	30.8	4.6	50.8	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	227	100.0	5.3	32.2	52.9	9.7	76.7	N/A	N/A
Disabled	29	100.0	48.3	44.8	6.9	0.0	13.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	100.0	10.2	33.6	47.7	8.6	69.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	253	100.0	9.9	34.0	47.4	8.7	69.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	67	100.0	10.4	40.3	43.3	6.0	65.7	Yes	Yes
Full-pay meals	189	100.0	10.1	31.2	49.2	9.5	70.9	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	256	100.0	14.8	47.3	22.7	15.2	55.1	Yes	Yes
<b>Gender</b>									
Male	120	100.0	18.3	47.5	17.5	16.7	49.2	N/A	N/A
Female	136	100.0	11.8	47.1	27.2	14.0	60.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	178	100.0	10.1	45.5	27.5	16.9	64.0	Yes	Yes
African American	65	100.0	27.7	58.5	6.2	7.7	26.2	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	227	100.0	10.6	47.6	25.1	16.7	61.2	N/A	N/A
Disabled	29	100.0	48.3	44.8	3.4	3.4	6.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	100.0	14.8	47.3	22.7	15.2	55.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	253	100.0	14.6	47.4	22.9	15.0	54.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	67	100.0	19.4	53.7	14.9	11.9	38.8	Yes	Yes
Full-pay meals	189	100.0	13.2	45.0	25.4	16.4	60.8	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	256	100.0	27.3	34.8	20.3	17.6	37.9
<b>Gender</b>							
Male	120	100.0	30.8	30.8	18.3	20.0	38.3
Female	136	100.0	24.3	38.2	22.1	15.4	37.5
<b>Racial/Ethnic Group</b>							
White	178	100.0	18.0	37.6	22.5	21.9	44.4
African American	65	100.0	55.4	29.2	12.3	3.1	15.4
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	227	100.0	23.3	35.7	21.6	19.4	41.0
Disabled	29	100.0	58.6	27.6	10.3	3.4	13.8
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	100.0	27.3	34.8	20.3	17.6	37.9
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	253	100.0	27.3	34.8	20.6	17.4	37.9
<b>Socio-Economic Status</b>							
Subsidized meals	67	100.0	35.8	38.8	14.9	10.4	25.4
Full-pay meals	189	100.0	24.3	33.3	22.2	20.1	42.3

<b>Social Studies</b>							
All Students	256	100.0	18.8	46.1	21.9	13.3	35.2
<b>Gender</b>							
Male	120	100.0	18.3	48.3	21.7	11.7	33.3
Female	136	100.0	19.1	44.1	22.1	14.7	36.8
<b>Racial/Ethnic Group</b>							
White	178	100.0	12.4	50.0	24.2	13.5	37.6
African American	65	100.0	36.9	36.9	15.4	10.8	26.2
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	227	100.0	15.4	46.3	23.8	14.5	38.3
Disabled	29	100.0	44.8	44.8	6.9	3.4	10.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	100.0	18.8	46.1	21.9	13.3	35.2
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	253	100.0	18.6	45.8	22.1	13.4	35.6
<b>Socio-Economic Status</b>							
Subsidized meals	67	100.0	26.9	46.3	20.9	6.0	26.9
Full-pay meals	189	100.0	15.9	46.0	22.2	15.9	38.1

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	71	100.0	5.6	22.5	60.6	11.3	71.8
	4	75	100.0	12.0	45.3	38.7	4.0	42.7
	5	48	100.0	14.6	37.5	41.7	6.3	47.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	72	100.0	8.3	18.1	65.3	8.3	73.6
	4	72	100.0	9.7	37.5	50.0	2.8	52.8
	5	72	100.0	5.6	45.8	36.1	12.5	48.6
	6	40	100.0	22.5	32.5	32.5	12.5	45.0
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	71	100.0	5.6	54.9	29.6	9.9	39.4
	4	75	100.0	12.0	36.0	37.3	14.7	52.0
	5	48	100.0	14.6	37.5	22.9	25.0	47.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	72	100.0	15.3	61.1	20.8	2.8	23.6
	4	72	100.0	15.3	29.2	30.6	25.0	55.6
	5	72	100.0	12.5	54.2	18.1	15.3	33.3
	6	40	100.0	17.5	42.5	20.0	20.0	40.0
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	71	100.0	21.1	40.8	23.9	14.1	38.0
	4	75	100.0	21.3	38.7	18.7	21.3	40.0
	5	47	100.0	29.8	29.8	23.4	17.0	40.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	72	100.0	22.2	40.3	30.6	6.9	37.5
	4	72	100.0	25.0	33.3	19.4	22.2	41.7
	5	72	100.0	33.3	27.8	18.1	20.8	38.9
	6	40	100.0	30.0	40.0	7.5	22.5	30.0
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	71	100.0	5.6	47.9	25.4	21.1	46.5
	4	75	100.0	9.3	42.7	32.0	16.0	48.0
	5	47	100.0	19.1	29.8	25.5	25.5	51.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	72	100.0	8.3	33.3	36.1	22.2	58.3
	4	72	100.0	13.9	50.0	20.8	15.3	36.1
	5	72	100.0	29.2	50.0	11.1	9.7	20.8
	6	40	100.0	27.5	55.0	17.5	0.0	17.5
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 466)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.5%	No change	1.7%	2.8%
Attendance rate	97.5%	Up from 97.1%	96.9%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.5%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.4%	0.0%
Eligible for gifted and talented	23.4%	Down from 30.8%	20.5%	10.4%
On academic plans	26.8%	N/AV	22.3%	33.6%
On academic probation	0.9%	N/AV	1.0%	1.0%
With disabilities other than speech	6.9%	Up from 5.1%	6.4%	7.5%
Older than usual for grade	0.0%	No change	0.3%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 27)</b>				
Teachers with advanced degrees	51.9%	Up from 47.8%	56.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.6%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	68.4%	Up from 67.1%	89.5%	87.3%
Teacher attendance rate	93.5%	Down from 95.0%	95.5%	94.9%
Average teacher salary	\$41,828	Up 9.5%	\$43,609	\$42,485
Prof. development days/teacher	9.7 days	Up from 9.6 days	11.7 days	13.3 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	25.0 to 1	Up from 22.6 to 1	20.0 to 1	18.6 to 1
Prime instructional time	89.4%	Down from 90.8%	91.0%	89.7%
Dollars spent per pupil*	\$6,386	Down 7.9%	\$5,999	\$6,557
Percent of expenditures for teacher salaries*	52.8%	Up from 49.4%	66.1%	64.0%
Percent of expenditures for instruction*	55.5%		71.0%	69.1%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.8%	Up from 76.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	2.5%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Howe Hall AIMS is an exciting learning community, due to our dedicated teachers, caring parents, and hardworking students.

Our teachers built their instructional expertise by participating in staff development opportunities sponsored by the school, district, and education organizations. Selected staff members attended a variety of content area and Fine Arts conferences, such as conferences for the South Carolina and International Reading Association, for Math, SCABSE, the Art Conference, and Music Conference. These learning experiences revitalized the attendees who in turn shared their knowledge with colleagues and students.

Students had opportunities to work with Artists in Residence, such as Jeri Burdick, clay; Wendy Lynn Parlier, sculpture & painting; Legends of West Africa, a Guinea West African Drum & Dance Troupe; and Tennessee Stewart, Covered Wagon Simulation. In addition to these unique learning opportunities, students attended performances including Dear Esther, a show about the Holocaust; Red Herring Puppets, a presentation from Aesop's Fables; Pork Chop Players, a presentation of the Brementown Musicians; Chinese Acrobats; Hungry Monks Holiday Show; Adande's African Drum & Dance; Paul Taylor's Australia Show; Inca Son; and Rhinestone Ropers.

Parents were encouraged to engage in the arts and academics through Family Night Classes, such as An Evening at the Planetarium.

AIMS celebrated the accomplishments of individual students. Students' artwork was featured in the Performing Arts Center in North Charleston. Several students participated in the All County Chorus. Eight sixth graders were selected for the All County Beginner's Band. A sixth grader was a finalist in the Post & Courier's Spell Bound. A second grader produced a film that was shown in Charleston during the Comedy Film Festival. Two students were featured actors in local productions, and another child was selected to perform with the Moscow Ballet. Many students were rewarded for accelerated reading in the Roscoe Reading Program. Other children excelled in dance, gymnastics, martial arts, and other artistic venues.

AIMS received \$40,000 in Academic Assistance monies. These funds were used to establish our computer program. In addition to multiple individual teacher grants, funds were acquired through the ABC Grant and Distinguished Arts Program Grant.

Parents and community members are always welcome at AIMS. We have an open-door policy, encouraging classroom observations and parent-teacher conferences. Our students are successful because we work together as a team: parents, students, community members, and faculty!

Bonnie R. Dill, Principal  
Sherry Weber, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	26	36	11
Percent satisfied with learning environment	100.0%	77.8%	81.8%
Percent satisfied with social and physical environment	100.0%	72.2%	90.0%
Percent satisfied with school-home relations	100.0%	88.9%	100.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.